



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

900 Iron Springs Road, Prescott, AZ 86305

Prescott Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Susan Clark
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 Web Address : www.prescottschools.com/mv/index.htm
 Phone Number : (928) 717-3268
 Fax Number : (928) 541-2281
 E-mail : susan.clark@prescottschools.com

Mission

The Miller Valley School mission is to educate each student to his or her potential by providing a safe, encouraging, and stimulating learning environment designed for academic success and positive social/emotional growth. We are dedicated to helping all students experience the joy of learning. Our motto is 'Loving to Learn and Learning to Love'.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To improve student achievement through the development of Professional Learning Community teams, with an emphasis this year on curriculum mapping, data analysis, sharing best practices, and enhancing enrichment opportunities.
- ü To increase all students' academic performance through the development of responsibility, accountability, and citizenship through our schoolwide T.E.A.M. behavior plan and the Character Counts program.
- ü To effectively utilize AIMS/DPA, Terra Nova, AIMSweb, and other available assessment data to improve student achievement.

Enrollment

October 1, 2005 School Year Student Enrollment : 471
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 50

Instructional Programs

- ü Standards-Based Academic Programs
- ü Accelerated Reader and Odyssey Programs
- ü Title I Reading/Math, Corrective Reading
- ü Academic Assistance Program
- ü Multicultural Program
- ü On-site Special Education
- ü Fine Arts Open Studio Program
- ü New Horizons Gifted Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 15 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

It is the school's responsibility to provide a safe, encouraging, and stimulating learning environment designed for academic success and positive social/emotional growth. We are responsible to provide the opportunities, expertise and resources for each student to reach his/her potential. We are responsible to communicate regularly with families about academic and behavioral expectations and student progress.

Parents

It is the responsibility of parents to ensure their children attend school regularly, and arrive on time, well-rested, ready to learn, and prepared for each day. Parents have the responsibility to support the importance of a good education, the school's policies, and expected behavior. Parents are expected to maintain the school/home connection by communicating with school staff, supervising the completion of homework, and attending conferences and important activities.

Transportation Policy

Prescott Unified School District provides transportation for elementary School students who live more than a one-mile radius from their school. Bus riding is a privilege that depends on appropriate conduct on the bus and at bus stops.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Yavapai County Teacher of the Year overall winner	2006
ü Yavapai County Teacher of the Year category winners	2006
ü Regional Science Fair Winners	2006
ü Writers Fest Honorees	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	385	80010	94	98	99	450	465	447	7	4	10	12	10	18	68	59	53	14	27	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	188	38935	93	97	99	446	464	447	15	5	9	15	10	19	56	60	55	15	26	17
Male	47	197	40974	94	98	98	452	465	448	2	3	11	11	10	18	74	58	52	13	29	19
African American	--	NC	4201	--	NC	99	--	NC	430	--	NC	17	--	NC	23	--	NC	51	--	NC	9
Hispanic	27	61	34545	100	100	99	434	437	432	11	15	14	11	15	24	74	64	53	4	7	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	NC	10	3979	NC	77	96	NC	NA	424	NC	NA	17	NC	NA	30	NC	NA	47	NC	NA	6
White	45	307	35142	96	98	99	462	470	465	4	2	5	9	8	11	67	59	56	20	31	28
Students with Disabilities	10	56	10161	67	88	93	NA	438	419	NA	13	28	NA	16	28	NA	66	36	NA	5	8
Students without Disabilities	64	329	69849	100	100	100	450	469	451	6	2	7	14	9	17	66	58	56	14	31	19
Limited English Proficient Students	13	16	14013	100	100	97	413	406	413	23	31	24	8	13	34	69	56	39	NA	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	19	50	39029	90	94	98	433	449	432	11	10	14	21	10	25	63	66	52	5	14	9
Non-Economically Disadvantaged	55	335	40981	95	98	100	456	467	462	5	3	6	9	10	13	69	58	54	16	29	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	378	79438	89	96	98	456	472	451	9	4	9	23	13	24	57	64	56	11	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	187	38775	90	97	99	453	475	457	15	5	7	27	12	22	38	63	58	19	20	13
Male	44	191	40560	88	95	97	457	469	446	5	4	12	20	15	25	68	65	54	7	16	9
African American	--	NC	4178	--	NC	98	--	NC	439	--	NC	13	--	NC	29	--	NC	52	--	NC	6
Hispanic	26	59	34297	96	97	98	426	439	434	19	14	14	35	31	31	46	49	50	NA	7	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	NC	10	3940	NC	77	95	NC	NA	429	NC	NA	14	NC	NA	36	NC	NA	47	NC	NA	3
White	42	302	34887	89	97	98	475	478	471	2	3	4	14	10	15	64	67	63	19	20	18
Students with Disabilities	NC	50	9588	NC	78	88	NC	435	416	NC	18	30	NC	20	32	NC	60	34	NC	2	5
Students without Disabilities	64	328	69850	100	99	100	455	477	456	8	2	7	23	12	23	56	65	59	13	20	12
Limited English Proficient Students	12	15	13856	92	94	96	402	395	407	42	47	27	33	33	43	25	20	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	18	49	38685	86	92	97	437	452	435	11	10	14	33	20	32	50	59	50	6	10	5
Non-Economically Disadvantaged	52	329	40753	90	96	99	462	475	467	8	4	5	19	12	16	60	65	62	13	19	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	378	79971	89	96	99	419	447	423	9	4	8	47	28	41	43	63	49	1	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	187	38974	90	97	99	426	463	437	15	3	5	27	16	33	54	73	57	4	9	4
Male	44	191	40895	88	95	98	416	431	410	5	5	10	59	40	47	36	53	41	NA	2	2
African American	--	NC	4203	--	NC	99	--	NC	411	--	NC	11	--	NC	45	--	NC	43	--	NC	2
Hispanic	26	58	34481	96	95	99	396	413	410	19	14	10	58	47	46	23	40	43	NA	NA	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	NC	11	3995	NC	85	96	NC	445	409	NC	NA	10	NC	27	47	NC	73	42	NC	NA	1
White	42	302	35150	89	97	99	433	453	437	2	2	5	40	25	35	55	67	56	2	6	5
Students with Disabilities	NC	52	10258	NC	81	94	NC	411	377	NC	8	23	NC	52	51	NC	40	25	NC	NA	1
Students without Disabilities	64	326	69713	100	99	100	421	452	429	8	3	5	45	25	39	45	66	52	2	6	3
Limited English Proficient Students	12	15	13985	92	94	97	369	366	382	42	40	18	42	47	54	17	13	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	18	49	38994	86	92	98	413	426	409	11	4	10	44	41	47	39	53	41	6	2	1
Non-Economically Disadvantaged	52	329	40977	90	96	100	421	450	437	8	4	5	48	26	34	44	64	56	NA	5	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	389	80147	91	95	99	486	501	482	5	3	11	16	11	17	59	53	49	20	33	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	192	39281	98	97	99	493	506	483	5	3	9	14	9	17	55	49	50	26	39	24
Male	33	197	40780	85	93	98	478	497	482	6	4	12	18	12	17	64	57	48	12	27	24
African American	NC	11	4249	NC	100	99	NC	487	464	NC	NA	17	NC	9	22	NC	91	48	NC	NA	13
Hispanic	16	41	33494	94	89	99	469	480	466	13	12	15	25	20	23	50	51	49	13	17	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	13	4117	NC	93	96	NC	485	456	NC	8	19	NC	15	27	NC	46	46	NC	31	8
White	54	318	36122	92	95	99	491	505	501	4	2	5	15	9	10	59	53	50	22	36	35
Students with Disabilities	NC	50	10295	NC	77	92	NC	477	443	NC	10	33	NC	18	26	NC	52	33	NC	20	8
Students without Disabilities	66	339	69852	100	99	100	487	505	488	6	2	7	14	9	16	61	53	51	20	35	26
Limited English Proficient Students	NC	15	12722	NC	94	97	NC	441	441	NC	20	27	NC	33	33	NC	47	37	NC	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	21	51	38371	95	94	97	490	489	465	5	4	15	10	14	23	62	57	49	24	25	13
Non-Economically Disadvantaged	54	338	41776	90	95	100	485	503	498	6	3	6	19	10	11	57	53	49	19	34	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	391	79686	94	96	98	481	491	470	6	3	11	14	13	24	66	71	57	13	14	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	192	39163	98	97	99	493	499	475	NA	2	9	14	9	22	69	74	60	17	15	10
Male	35	199	40438	90	94	97	468	483	465	14	4	13	14	16	25	63	68	54	9	13	7
African American	NC	11	4228	NC	100	98	NC	476	458	NC	NA	15	NC	18	28	NC	82	53	NC	NA	4
Hispanic	16	41	33299	94	89	98	457	463	452	31	17	17	19	27	32	38	49	47	13	7	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	14	4087	NC	100	96	NC	473	446	NC	NA	16	NC	21	38	NC	71	44	NC	7	2
White	55	319	35914	93	96	98	492	496	489	NA	1	5	11	10	15	75	73	67	15	16	14
Students with Disabilities	11	53	9808	65	82	87	478	472	432	NA	6	35	27	21	32	55	58	30	18	15	3
Students without Disabilities	66	338	69878	100	98	100	482	494	475	8	2	8	12	11	23	68	73	61	12	14	9
Limited English Proficient Students	NC	15	12594	NC	94	96	NC	420	422	NC	47	34	NC	27	45	NC	27	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	21	51	38095	95	94	97	472	476	452	10	6	17	19	22	32	62	61	48	10	12	3
Non-Economically Disadvantaged	56	340	41591	93	96	99	485	493	486	5	2	6	13	11	16	68	72	65	14	14	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	392	80372	94	96	99	501	501	475	4	2	4	17	18	30	68	72	64	12	8	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	193	39452	98	98	99	523	517	488	NA	1	3	10	8	22	79	83	72	12	8	3
Male	35	199	40836	90	94	98	475	485	464	9	4	6	26	27	37	54	62	56	11	8	1
African American	NC	11	4264	NC	100	99	NC	497	465	NC	NA	5	NC	27	35	NC	73	59	NC	NA	1
Hispanic	16	42	33608	94	91	99	474	476	462	13	7	6	19	26	36	56	62	57	13	5	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	14	4128	NC	100	97	NC	504	464	NC	NA	4	NC	14	39	NC	79	56	NC	7	1
White	55	319	36213	93	96	99	512	505	489	2	2	2	13	16	22	73	74	72	13	9	3
Students with Disabilities	11	53	10526	65	82	94	495	480	427	NA	NA	15	27	40	53	64	47	31	9	13	1
Students without Disabilities	66	339	69846	100	99	100	503	504	482	5	2	3	15	14	26	68	76	69	12	7	2
Limited English Proficient Students	NC	15	12747	NC	94	97	NC	416	432	NC	20	12	NC	47	52	NC	33	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	21	51	38521	95	94	98	473	485	461	10	4	6	33	27	38	48	61	55	10	8	1
Non-Economically Disadvantaged	56	341	41851	93	96	100	512	503	489	2	2	3	11	16	22	75	74	72	13	8	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	380	79306	98	98	99	503	529	504	8	4	13	23	12	20	55	53	49	13	30	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	185	38845	97	98	99	507	531	505	7	3	11	20	11	20	60	55	50	13	31	18
Male	53	195	40383	98	97	98	501	528	504	9	5	14	25	13	19	53	52	47	13	29	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	27	49	32673	96	98	99	488	496	487	19	14	18	26	24	25	44	49	46	11	12	10
Asian/Pacific Islander	NC	12	2147	NC	100	99	NC	543	539	NC	NA	5	NC	NA	10	NC	50	46	NC	50	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	49	307	36234	98	97	99	516	535	523	2	2	6	20	11	13	61	53	52	16	34	28
Students with Disabilities	11	57	10286	92	93	91	461	490	462	36	18	41	45	33	27	18	39	27	NA	11	5
Students without Disabilities	72	323	69020	99	98	100	508	536	510	4	2	9	19	9	18	61	56	52	15	34	21
Limited English Proficient Students	NC	11	10291	NC	100	96	NC	472	458	NC	27	38	NC	45	34	NC	18	26	NC	9	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	19	43	37437	100	100	97	491	512	486	16	14	19	26	19	26	53	47	46	5	21	9
Non-Economically Disadvantaged	64	337	41869	97	97	100	506	531	521	6	3	7	22	12	14	56	54	51	16	31	27

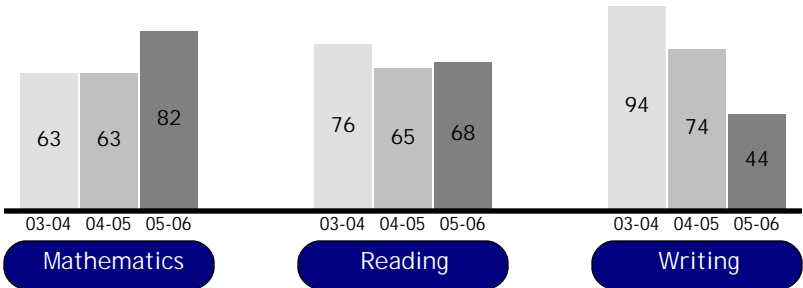
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	375	79000	96	96	98	492	514	489	5	3	10	24	10	24	67	71	58	4	15	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	185	38774	97	98	99	491	519	494	7	2	7	23	9	22	63	68	61	7	21	10
Male	52	190	40150	96	95	98	493	508	485	4	5	12	25	11	25	69	75	55	2	10	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	26	47	32508	93	94	98	476	481	472	4	9	15	50	36	33	38	49	49	8	6	3
Asian/Pacific Islander	NC	12	2142	NC	100	99	NC	520	510	NC	NA	4	NC	8	14	NC	67	67	NC	25	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	49	304	36135	98	97	98	506	520	508	4	3	4	6	5	14	88	75	67	2	17	15
Students with Disabilities	10	52	9991	83	85	88	NA	487	449	NA	21	33	NA	12	36	NA	60	29	NA	8	2
Students without Disabilities	72	323	69009	99	98	100	494	518	495	1	1	6	25	10	22	69	73	62	4	17	10
Limited English Proficient Students	NC	11	10199	NC	100	95	NC	453	439	NC	18	35	NC	64	47	NC	18	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	19	41	37234	100	95	97	486	498	472	16	10	15	26	20	33	58	63	50	NA	7	3
Non-Economically Disadvantaged	63	334	41766	95	97	99	494	516	505	2	3	5	24	9	16	70	72	65	5	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	379	79611	95	97	99	508	526	496	5	2	7	33	24	37	59	72	56	2	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	185	39016	97	98	99	531	543	511	NA	1	4	30	16	29	63	79	66	7	5	1
Male	51	194	40519	94	97	98	495	509	482	8	4	10	35	32	44	57	64	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	26	47	32855	93	94	99	499	503	481	8	6	10	35	30	43	54	62	47	4	2	0
Asian/Pacific Islander	NC	12	2149	NC	100	100	NC	532	519	NC	NA	4	NC	25	24	NC	75	70	NC	NA	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	49	309	36380	98	98	99	513	530	511	4	2	4	33	23	30	61	73	65	2	3	1
Students with Disabilities	NC	56	10664	NC	92	94	NC	488	440	NC	5	23	NC	52	54	NC	43	22	NC	NA	1
Students without Disabilities	72	323	68947	99	98	100	511	532	504	4	2	4	31	19	34	63	76	61	3	3	1
Limited English Proficient Students	NC	11	10362	NC	100	97	NC	437	438	NC	18	22	NC	45	57	NC	36	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	18	42	37626	95	98	98	484	503	479	11	5	10	44	38	45	44	57	45	NA	NA	0
Non-Economically Disadvantaged	63	337	41985	95	97	100	514	529	511	3	2	4	30	22	30	63	73	65	3	3	1

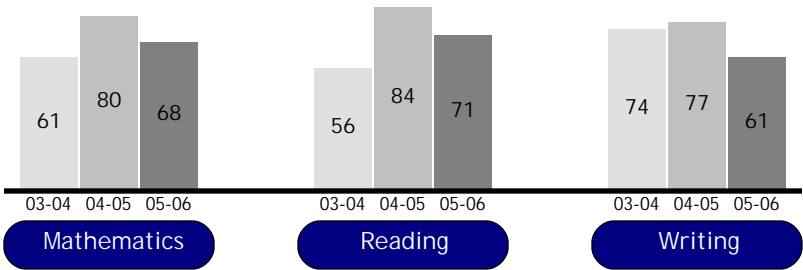
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	57	NA	58	97	49	59	47	99	50	65	46
	Language	97	52	68	50	97	49	63	47	99	46	67	48
	Mathematics	97	64	75	64	97	48	59	50	99	50	67	52
3	Reading	100	49	NA	55	100	42	56	44	86	56	67	46
	Language	100	54	69	61	100	38	53	44	86	52	61	46
	Mathematics	100	57	70	61	100	42	58	51	91	52	67	52
4	Reading	100	70	NA	56	100	45	58	48	95	63	67	52
	Language	100	69	66	52	100	48	58	49	95	61	68	52
	Mathematics	100	82	73	61	98	49	58	53	93	58	68	58
5	Reading	100	63	NA	55	93	58	64	50	94	59	75	56
	Language	100	56	64	49	93	59	64	50	93	58	70	54
	Mathematics	100	76	76	63	92	53	62	49	95	52	67	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 6 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Programs and Procedures
- Ü School Safety Issues
- Ü Parent/Community/School Relations
- Ü Curriculum Issues
- Ü Extra Curricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	33.00
Other Professional Staff	2.50	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	3	1	0	0
7 to 9 years	4	2	0	0
10 or more years	7	14	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	167
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Full Computer Lab
- Ü Library Networked with County System
- Ü Gymnasium Building
- Ü Art Room & Music Room w/Keyboards

Extracurricular Activities

- Ü Gold Mine Club (After School Activities)
- Ü Homework Assistance Clubs
- Ü School Newspaper
- Ü Environmental Program
- Ü Science Fair
- Ü Library Club
- Ü Marilyn's Garden Club
- Ü Kids & Company (childcare program)

Social Services

- Ü Mentor Program
- Ü Health Services
- Ü Big Brother/Big Sister Program
- Ü Breakfast Program
- Ü Social Worker- Title I Student Support
- Ü Community Parenting Classes
- Ü Behavior Coach
- Ü TEAM Coach

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The percentage of students making at least one year's growth in reading, writing and math increased.
- ü Improved use of technology by teachers and students to enhance student achievement and data analysis.
- ü Effective use of AIMSweb assessment data to monitor student achievement in reading and math.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	88	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our school is committed to maintaining a safe and secure learning environment to allow students to learn optimally and joyfully. We have clearly defined behavior expectations which is enforced by our schoolwide discipline plan. We involve parents in our plan to reinforce positive changes. We maintain a clean and orderly physical environment to keep students as healthy and injury-free as possible.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Susan Clark	(928) 717-3268
Transportation Policy	Jim Cowan	(928) 717-3229
Community Resources	Susan Clark or Ann Chavez	(928) 717-3268
School Nutrition Programs	Barbara Van Fossen	(928) 717-3232
Parent Organization	Lisa Chaney	(928) 717-3268
Student Health/Nurse	Sally Wetten	(928) 717-3268

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.